DOCUMENT RESUME

ED 222 018 EC 150 086

AUTHOR Feis, Polly; Werbel, Virginia
TITLE The Cooperative Vocational Program.
INSTITUTION Educational Service Unit #9, Hastings, (New Brunswick).
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE [81]
GRANT G008001724
NOTE 51p.; Some charts may reproduce poorly due to color of original pages.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Exploration; *Disabilities; Emotional Disturbances; Employment; *Job Skills; Learning Disabilities; Mental Retardation; *Resource Room Programs; *Resource Teachers; *Rural Youth; School Business Relationship; Secondary Education; Skill Development; Vocational Education
IDENTIFIERS *Cooperative Vocational Program NE

ABSTRACT

The Cooperative Vocational Program serves 300 mentally retarded, learning disabled, and behaviorally disordered adolescents in rural Nebraska in an attempt to increase employment for the students. The project is also designed to train secondary special education resource teachers in vocational preparation. Vocational services and activities include a series of 14 vocational curriculum modules containing vocational information, content, and learning activities based on entry level job competencies. The program also features an in-class employer program in which community employers describe their businesses, field trips are taken to community businesses, and there are activities in job exploration and training. Sample program tools, including referral forms, competency checklists, and job behaviors analysis forms are appended. Also appended are sample curriculum modules. (CL)

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"The Cooperative Vocational Program is an exciting adventure. My role as a resource teacher is changing as I help my handicapped students to acquire a whole array of life preparation skills. They will indeed be prepared for a productive tomorrow!"

A Rural Nebraska
Secondary Resource Teacher

For Additional Project Information Contact:

Polly Fels
Project Director

Virginia Werbel
Project Coordinator

Educational Service Unit #9
1117 East South Street
Hastings, Nebraska 68901-2047
(402) 463-2848

OSE Grant No. G00-800-1724

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INTRODUCTION

In September 1980, Educational Service Unit (ESU) #9, Hastings, Nebraska was awarded a three (3) year Handicapped Childrens' Model Program (HCMP) Grant by the U.S. Office of Special Education. As a grant recipient ESU #9 was charged with the task of developing a model program for the delivery of vocational education services to mentally retarded (MR), learning disabled (LD), and behaviorally impaired (BI) adolescents in rural southcentral Nebraska. ESU #9 named its model program the Cooperative Vocational Program.

BACKGROUND INFORMATION

Educational Service Unit #9 is an intermediate education agency located in Hastings, a rural community of 23,000 people. The service unit employs a staff of special educators, i.e. Resource Teachers, Speech Language Pathologists, Early Childhood Specialists, Psychologists, etc. to deliver services on a contractual basis to approximately 1030 handicapped children, ranging in age from 0 to 21 years. These students are enrolled in 38 small school districts scattered throughout a 3,000 square mile area of rural southcentral Nebraska. The schools, excluding those in the Hastings Public School system, are found in communities with populations of 5,000 or less. Rural district enrollments range from 6 to 1,262 students.

Twenty (20) of the 38 rural school districts served by ESU #9 operate secondary special education resource programs. These programs serve approximately 200 handicapped students in grades 7-12. The resource programs use tutorial, basic skills, and vocational models of instruction to support handicapped students mainstreamed into the regular school curriculum. A self-contained junior-senior high level program located at

Hastings Senior High School serves trainable mentally retarded (TMR) students, 11 to 21 years of age. Trainable students from Hastings and the rural districts in ESU #9's service area are enrolled in this program. Special education resource teachers are employed by ESU #9 to staff the rural districts' secondary resource programs and the Hastings TMR program.

In Hastings, the elementary and secondary special education resource programs are owned and operated by the school district itself. Services are provided for educable mentally retarded (EMR), learning disabled (LD), and behaviorally impaired (BI) students. Special education teachers are employed through the district and not ESU #9. Enrollment figures for Hastings show a total student population of 3,339. Approximately 125 handicapped students are served in the district's secondary (7-12) resource programs. Models of instruction similar to those used in the rural schools, i.e. tutorial, basic skills, etc. are also used in the Hastings Junior and Senior High special education resource programs.

PROGRAM START-UP AND DEVELOPMENT

A BRIEF REVIEW

During its first year of development, 1980 to 1981, the Cooperative Vocational Program functioned as a "centralized" model of vocational service delivery. The program model was centralized in that a core project staff, based at ESU #9 in Hastings, was responsible for the development, planning, coordination and delivery of vocational education services to handicapped students. The students were enrolled at Hastings Senior High School and in the 20 secondary resource programs served by ESU #9. Project staff consisted of three job placement consultants and a program coordinator and director. Working in a consultative role the staff laid the groundwork for acceptance of the service delivery model by the individual school districts. District level awareness of

handicapped students' need for vocational education was established along with a positive attitude concerning the schools' role in providing vocational services to the students.

During the second year of the Cooperative Vocational Program, 1981 to 1982, a change from a "centralized" to a "decentralized" model of vocational service delivery occured. This change in the model resulted from a) a lack of staff and budgetary resources to continue service delivery to handicapped students scattered throughout a large rural geographical area, b) a need to channel staff energies and dollars to those districts who had demonstrated an interest in building a vocational service delivery model into their special education programs and c) a need to respond to secondary resource teachers desiring an active role in vocational service delivery.

Decentralization of the program model then led to two important role changes. A new emphasis was placed upon the role of the secondary resource teacher in learning how to deliver vocational services and activities at the local district level. This role had previously been that of the core project staff. In addition to these role changes the program model was restructured to operate within the framework of a "Pilot School" concept. The "Pilot School" concept enabled the project staff to concentrate upon program implementation and refinement at a selected number of school district sites. It made more manageable the process of resource teacher role change and facilitated an increase in district administrators' participation in model development, demonstration, and evaluation.

The "Pilot School" concept was implemented by dividing into "pilot" and "non-pilot" school sites the twenty (20) rural school districts and

special education programs served by ESU #9, along with the Hastings secondary resource programs. Using a team decision approach seven (7) school districts were identified as "pilot school" sites. Figure 1 shows several of the characteristics of these districts and their secondary special education programs.

FIGURE 1

"PILOT SCHOOL" CHARACTERISTICS

School Districts	K-12 Enrollment	SPED Enrollment 9-12	Number of SPED Teachers	Community Population
Hastings Sr. High	3,339			23,000
-Resource Program (MR, LD, BI)		50	2	
-TMR Program		12	1	
Adams Central	388 (7-12)	22	2	—
Lawrence	107	2	1	340
Roseland	205	2	1	210
Superior	726	17	1	2,800
Aurora	1,262	11 (10-12)	1	3,200
Giltner	224	3	1	410

A "pilot school" Administrative Agreement was signed by an administrator from each of the seven (7) districts. The Agreement defined the role of the "pilot school" in the model program and documented the administrators' support of the program's goals and objectives. Ten (10) secondary resource teachers working at these schools were designated as "pilot" resource teachers. Each had expressed a willingness to participate in a role change process in order to become

more involved in the delivery of vocational services to handicapped students at the local school district level. Project staff began work with the "pilot" teachers during the summer of 1981.

PROGRAM DESCRIPTION

The Cooperative Vocational Program is a rural model for the delivery of vocational education services to handicapped youth. The program serves mentally retarded (MR), learning disabled (LD), and behaviorally impaired (BI) students, 15½ to 21 years of age. These young persons attend high schools in Hastings and in surrounding rural communities. They are enrolled in special education resource classes served by ESU #9 staff and by the special education personnel employed by the Hastings Public Schools.

There are seven (7) school districts participating in the Cooperative Vocational Program and ten (10) secondary resource teachers. In September 1982 the vocational program will be made available to an additional thirteen (13) rural school districts and resource teachers. At each participating school the resource teacher plans and delivers vocational services and activities to his/her handicapped students as part of the already established secondary special education program. Project staff work directly with the resource teachers to assist them in implementing the service delivery model within their special education program, the school district, and the community. Central office staff include a program director, coordinator, vocational consultant and an aide.

Goals and Objectives

Two major goals are addressed by the Cooperative Vocational Program. The first is to train and equip the secondary special education teacher with the knowledge, skills, and tools he/she requires for the effective delivery of vocational services to handicapped students at the local school district level. Closely related to this major program task is the second and equally important goal of the program model. It is to assist students in the acquisition of skills

behaviors that will allow them to be successful in their careers and community lives after graduation from high school.

Vocational Services and Activities

The Cooperative Vocational Program's service delivery model includes five (5) vocational education services and activities. These include:

1) vocational curriculum modules
2) in-class employer program
3) community business trips
4) job exploration
5) job training

A Student Referral and Competency Checklist are used by the secondary resource teacher to determine student participation in one or more of the program services/activities. The Referral and Checklist are explained here along with brief descriptions of each of the vocational education services and activities.

Student Referral and Competency Checklist

The resource teacher completes a Student Referral on handicapped students, 15½ years of age and older, who are enrolled in the school's special education resource program. Use of the Referral helps the teacher to collect and record basic vocational information on each student.

The Competency Checklist is used by the resource teacher to compile an informal summary profile of students' vocational competencies and skills. Combined with the Student Referral information the Checklist data provides the resource teacher with guidelines for decisions concerning student's participation in vocational activities and services.

The Competency Checklist includes entry-level job competencies, classroom behaviors, and hands-on vocational skills or characteristics. The twenty-seven (27) competencies shown in the first section of the Checklist are completed on each student by the five (5) persons listed below. "Yes", No" and "Unobserved/Unknown" ratings are used by the respondents to rate the student on each Checklist item.

a) the secondary resource teacher (white copy)

b) the regular classroom teacher (pink copy)

c) an Industrial Arts or Home Economics teacher (green copy)

d) the student's parent (blue copy)

e) the student (gold)

Vocational Curriculum Modules

Secondary handicapped students may participate in a sequence of vocational curriculum modules. The series of fourteen (14) curriculum modules, developed and written by the resource teachers, provide students with vocational information, content, and learning activities based upon the entry-level job competencies shown on the Competency Checklist.

The curriculum modules are taught by the secondary resource teacher on an individual and group basis in the special education resource room. They may also be used by classroom teachers for students requiring alternative curriculum in subject area classes. In some schools the Speech Language Pathologist, the counselor, and/or the Vocational Education teacher may work through a module with a special education student.

Assignment of students to a study of one or more of the curriculum modules is based upon Student Referral and Competency Checklist information as well as behavioral observations made by the resource teacher. In most instances students are awarded class credit for completion of the curriculum modules.

In-Class Employer Program

The In-Class Employer Program provides the resource teacher with an easy-to-conduct method of exposing students to community business leaders, employers and locally available occupational information. The teacher invites a community employer to come to the school to visit with the student in the resource room. An informal discussion format is used to acquaint the employer and the students with one another The employer is asked to provide descriptive information on his business or company, his employees, and the product or service the business provides the community. Students are encouraged to ask the employer questions about entry-level job skill requirements, the application process, wages, etc.

Community Business Trips

Individually and/or in small groups special education students visit businesses in their hometown and in neighboring communities. With their resource teacher, the students participate in what is viewed as a short term exploration of the business site rather than simply a field trip. A field trip questionnaire is used by the students to collect specific occupational information during the exploration visit. Students ask questions and record information about the job positions they observe, training and skill requirements, work hours, wages, etc.

Job Exploration

In cooperation with the school administrator and local employers the resource teacher plans Job Exploration activities to give students opportunities to explore several different occupations and job positions in the school building and the community. Students observe working employees, ask questions and may try-out or practice a job and its

required skills. Students receive on-the-job information and instruction from the cooperating employer and are closely supervised.

Students DO NOT receive wages during Job Exploration. Exploration activities are a part of the students' Resource Room vocational instruction. Exploration is for a short period of time; 1-2 hours per day during a 1 to 6 week period.

In most cases, students receive class credit for participation in Job Exploration. Class credit arrangements are approved by the school administrator and are included in the students' IEP.

Job Training

Students work part-time at school or community job sites. Employers train students for specific job positions. The resource teacher assists employers in teaching the students their job duties, skills, and acceptable work habits and attitudes. The teacher visits the job sites and evaluates the students' progress.

Students assigned to Job Training DO receive wages. The students' hourly pay is discussed with the employer by the student and his resource teacher.

In most cases, students receive class credit for participation in job training activities. Arrangements for awarding students class credit are approved by the school administrator and are included in the students' IEP.

VOCATIONAL SERVICE DELIVERY BY THE SECONDARY RESOURCE TEACHER

At participating school sites the Cooperative Vocational Program operates as a part of the schools' secondary special education resource program. Vocational service delivery is viewed as a responsibility of the secondary resource teacher. This responsibility redefines and adds a new dimension to the teachers' role. The resource teacher plans, coordinates, delivers, and monitors vocational activities and services for handicapped students in the classroom, the school building, and the community. In this service delivery role then the resource teacher

1) collects and records vocational information on students assigned to his/her caseload,
2) teaches the vocational curriculum modules,
3) arranges in-class employer visitations and discussions,
4) plans and conducts field trips to local business and industry sites,
5) initiates and maintains contact with local businesses and employers,
6) establishes entry-level job exploration and job training sites in the school and community,
7) plans, coordinates, and monitors students' placements and activities at job exploration and job training sites,
8) evaluates and documents students' vocational growth and progress.

Resource teachers receive assistance from the project staff in learning how to plan and deliver the vocational services and activities to their students. The staff works with the teachers on an on-site consultative basis to help them incorporate the program activities into models of resource room instruction that have been traditionally academically orientated. In group training sessions the teachers learn the specific skills necessary for effective vocational service delivery.

PROGRAM TOOLS

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE_____

STUDENT NAME_____ AGE___ BIRTHDATE_____

SCHOOL_____ GRADE___ SOCIAL SECURITY #_____

SEX: M F PRIMARY HANDICAPPING CONDITION_____ ON SPEECH CASELOAD: YES NO

RESOURCE ROOM: LEVEL I M T W TH F (circle days served) LEVEL III M T W TH F (circle days served)

FATHER'S NAME_____ MOTHER'S NAME_____

ADDRESS_____ HOME PHONE_____

FATHER'S OCCUPATION_____ MOTHER'S OCCUPATION_____

BUSINESS PHONE_____ BUSINESS PHONE_____

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

STUDENT BACKGROUND INFORMATION	+ - 0	COMMENTS
1. Has driver's license.		
2. Has access to car.		
3. Drives regularly to and from school.		
4. Is currently employed. (Indicate where)		
5. Is currently seeking employment.		
6. Is ability graded.		
7. Satisfactory school attendance.		
8. Satisfactory physical condition/health.		
9. Has a specific vocational interest.		
10. Has planned vocational goals.		
11. Parent supports vocational program		

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

_____Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

_____Student will participate in these program services and activities:

_____vocational curriculum modules _____job exploration

_____field trips _____job training

_____in-class employer program

Name_____ Date_____

Directions: Attach as a final sheet to the student's five Competency Checklists. Each Checklist should be folded. Shee Checklist Instructions for completing the Final Ratings column and the Module column.

FINAL RATINGS

+ = Yes

- = No

0 = Not Observed/ Unknown

COMPETENCY	+ 0	MODULE #
COMMENTS :		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14

OOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

ame_____ Date_____

Checklist Completed By_____
Resource Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ 0	COMMENTS
. Practices habits for body cleanliness and neat dress.		
2. Knows correct action to take in emergencies.		
. Identifies safety hazards.		
4. Demonstrates good listening habits.		
. Follows spoken instructions.		
6. Follows written instructions.		
. Reads everyday words, signs, newspapers, etc.		
. Asks questions for directions and information.		
9. Behaves appropriately in school and/or job settings, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with teachers and students.		
. Knows the importance of doing quality work.		
. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
. Attends school/job regularly and is on time.		
15. Plans time needed to complete school/job assignments.		
. Tells time.		
17. Makes ordinary decisions without assistance.		
. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
. Identifies and uses common measuring tools.		
. Knows community resources for job leads.		
22. Knows job categories; service, manufacturing, sales.		
. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
. Aware of abilities/interests in regard to job choices.		
26. Identifies work roles which match abilities/interests.		
. Completes applications, forms, orders, etc.		
1. Is disruptive in school or on-the-job.		
. Demonstrates destructive behaviors towards self.		
3. Demonstrates destructive behaviors towards others.		

FOLD HERE

Reading Grade Level_____ Math Grade Level_____

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

Checklist Completed By_____
Classroom Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ - 0	COMMENTS
1. Practices habits for body cleanliness and neat dress.		
2. Knows correct action to take in emergencies.		
3. Identifies potential safety hazards.		
4. Demonstrates good listening habits.		
5. Follows spoken instructions.		
6. Follows written instructions.		
7. Reads everyday words, signs, newspapers, etc.		
8. Asks questions for directions and information.		
9. Behaves appropriately in school, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with teachers and students.		
11. Knows the importance of doing quality work at school.		
12. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
14. Attends school regularly and is on time.		
15. Plans time needed to complete class assignments.		
16. Tells time.		
17. Makes ordinary decisions without assistance.		
18. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
20. Identifies and uses common measuring tools.		
21. Knows community resources for job leads.		
22. Knows job categories; services, manufacturing, sales.		
23. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
25. Aware of abilities/interests in regard to job choices.		
26. Identifies work roles which match abilities/interests.		
27. Completes applications, forms, orders, etc.		
1. Student keeps up with classroom assignments.		
2. Student works at his/her level of ability.		
3. Student is disruptive in class.		
4. Student demonstrates destructive behaviors towards self.		
5. Student demonstrates destructive behaviors towards others.		

FOLD HERE

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

Checklist Completed By_____
Home Economics or Industrial Arts Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ - 0	COMMENTS
1. Practices habits for body cleanliness and neat dress.		
2. Knows correct action to take in emergencies.		
3. Identifies safety hazards.		
4. Demonstrates good listening habits.		
5. Follows spoken instructions.		
6. Follows written instructions.		
7. Reads everyday words, signs, newspapers, etc.		
8. Asks questions for directions and information.		
9. Behaves appropriately in school, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with teachers and fellow students.		
11. Knows importance of doing quality work at school.		
12. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
14. Attends school regularly and is on time.		
15. Plans time needed to complete class project assignments.		
16. Tells time.		
17. Makes ordinary decisions without assistance.		
18. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
20. Identifies and uses common measuring tools.		
21. Knows community resources for job leads.		
22. Knows job categories; services, manufacturing, sales.		
23. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
25. Aware of own abilities/interests in regard to job choices.		
26. Identifies work roles which match own abilities/interests.		
27. Completes applications, forms, orders, etc.		
1. Sorts objects by size and shape.		
2. Sorts objects by color.		
3. Handles small materials/tools.		
4. Handles large materials/tools.		
5. Selects proper tool for the job/task.		
6. Operates power tools/equipment.		
7. Assembles a structure from a model.		
8. Uses a working plan, that is, a diagram, pattern, etc.		
9. Organizes materials/tools to prepare for job/task.		
10. Stays on task.		
11. Starts daily tasks without assistance.		
12. Cleans up work area, returns tools/supplies.		

FOLD HERE

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

Checklist Completed By_____
Parent or Guardian

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ - 0	COMMENTS
1. Practices habits for body cleanliness and neat dress.		
2. Takes correct action in emergencies.		
3. Is aware of safety hazards.		
4. Demonstrates good listening habits.		
5. Follows spoken instructions.		
6. Follows written instructions.		
7. Reads everyday words, signs, newspapers, etc.		
8. Asks questions for directions and information.		
9. Behaves as expected in school and/or job settings, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with parents, family, friends.		
11. Knows the importance of doing quality work at home/school.		
12. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
14. Attends school/job regularly and is on time.		
15. Plans time needed to complete job tasks at home.		
16. Tells time.		
17. Makes ordinary decisions without assistance.		
18. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
20. Identifies and uses common measuring tools.		
21. Knows community resources for job leads.		
22. Knows job categories; services, manufacturing, sales.		
23. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
25. Aware of own abilities/interests in regard to job choices.		
26. Identifies work roles which match own abilities/interests.		
27. Completes applications, forms, orders, etc.		
1. Prepares meals for self and/or family members.		
2. Carries out routine household chores.		
3. Operates power tools and equipment.		
4. Assists with farm chores.		
5. Works on a hobby.		
6. Handles own money; uses banking services.		
7. Works without close supervision.		

FOLD HERE

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

School_____ Grade_____

RATINGS

+ = Yes

- = No

0 = Unsure

COMPETENCY	+ 0	COMMENTS
1. I practice habits for body cleanliness and neat dress.		
2. I know the correct action to take in emergencies.		
3. I am aware of safety hazards on the job.		
4. I listen to announcements, instructions, directions at home/school.		
5. I follow spoken instructions.		
6. I follow written instructions.		
7. I read everyday words, signs, newspapers, etc.		
8. I ask questions for directions and information.		
9. I behave appropriately in school and at work, that is, I accept criticism, show interest in my work, etc.		
10. I get along with others at home, school and/or on-the-job.		
11. I try to do quality work at school and/or on-the-job.		
12. I know the relationship between time and work rate production.		
13. If I run into a problem with my work at school/job I ask for help.		
14. I attend school/job regularly and am on time.		
15. I plan the time I need to complete school and/or job tasks.		
16. I can tell time.		
17. I make ordinary decisions without assistance.		
18. I can use maps for transportation needs.		
19. I can count money in coins and bills.		
20. I can identify and use common measuring tools.		
21. I know community resources for job leads.		
22. I know the job categories; service, manufacturing, sales.		
23. I know the education/training requirements of common jobs.		
24. I know the basic steps to follow in finding a job.		
25. I am aware of my abilities/interests in regard to job choices.		
26. I know the work roles which match my abilities and interests.		
27. I know how to complete applications, forms, orders, etc.		

FOLD HERE

Name_____ Date_____

Directions: Attach as a final sheet to the student's five Competency Checklists. Each Checklist should be folded. Shee Checklist Instructions for completing the Final Ratings column and the Module column.

FINAL RATINGS

+ = Yes

- = No

0 = Not Observed/ Unknown

COMPETENCY	+ 0	MODULE #
COMMENTS:		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14

COOPERATIVE VOCATIONAL PROGRAM

STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE_____

STUDENT NAME_____ AGE___ BIRTHDATE_____

SCHOOL_____ GRADE___ SOCIAL SECURITY #_____

SEX: M F PRIMARY HANDICAPPING CONDITION____ ON SPEECH CASELOAD: YES NO

RESOURCE ROOM: LEVEL I M T W TH F (circle days served) LEVEL III M T W TH F (circle days served)

FATHER'S NAME_____ MOTHER'S NAME_____

ADDRESS_____ HOME PHONE_____

FATHER'S OCCUPATION_____ MOTHER'S OCCUPATION_____

BUSINESS PHONE_____ BUSINESS PHONE_____

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

STUDENT BACKGROUND INFORMATION	+ 0	COMMENTS
1. Has driver's license.		
2. Has access to car.		
3. Drives regularly to and from school.		
4. Is currently employed. (Indicate where)		
5. Is currently seeking employment.		
6. Is ability graded.		
7. Satisfactory school attendance.		
8. Satisfactory physical condition/health.		
9. Has a specific vocational interest.		
10. Has planned vocational goals.		
11. Parent supports vocational program		

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

_____Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

_____Student will participate in these program services and activities:

_____vocational curriculum modules _____job exploration

_____field trips _____job training

_____in-class employer program

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE 10-14-82

STUDENT NAME KATHY [redacted] AGE 18 BIRTHDATE 9-26-63

SCHOOL SUPERIOR SR. HIGH GRADE 12 SOCIAL SECURITY # 507-94-9859

SEX: M (F) PRIMARY HANDICAPPING CONDITION EMH ON SPEECH CASELOAD: YES (NO)

RESOURCE ROOM: LEVEL I M T W TH F (circle days served) LEVEL III ✓ (M T W TH F) (circle days served)

FATHER'S NAME HARRY [redacted] MOTHER'S NAME MARJORIE [redacted]

ADDRESS HARDY, NE 68943 HOME PHONE 279-2355

FATHER'S OCCUPATION LABORER AT ELEVATOR MOTHER'S OCCUPATION HOUSE WIFE

BUSINESS PHONE 279-5553 BUSINESS PHONE

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

SAMPLE COPY

STUDENT BACKGROUND INFORMATION	+ 0	COMMENTS
1. Has driver's license.	+	WAS EMPLOYED. FIRED FROM PIZZA HUT.
2. Has access to car.	+	
3. Drives regularly to and from school.	—	
4. Is currently employed. (Indicate where)	+	
5. Is currently seeking employment.	+	
6. Is ability graded.	T	HAS ASTHMA
7. Satisfactory school attendance.	+	
8. Satisfactory physical condition/health.	+	
9. Has a specific vocational interest.	—	HAS NOT STATED ANY CAREER INTERESTS; WILL NEED SEVERAL JOB EXPLORATION/TRAINING ACTIVITIE
10. Has planned vocational goals.	—	
11. Parent supports vocational program	+	

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

___ Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

✓ Student will participate in these program services and activities:

✓ vocational curriculum modules — ✓ job exploration

✓ field trips — ✓ job training

✓ in-class employer program

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name KATHY [redacted] Date 10-14-82

Checklist Completed By Rena Giger
Resource Teacher

RATING RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ 0	+ 0	+ 0	+ 0	+ 0	+ 0	MODULE #
1. Practices habits for body cleanliness and neat dress.	-	+	+	+	+	+	1
2. Knows correct action to take in emergencies.	0	0	0	+	-	-	#2
3. Identifies safety hazards.	0	+	0	+	+	+	2
4. Demonstrates good listening habits.	-	+	-	+	0	-	
5. Follows spoken instructions.	-	+	0	+	+	+	#3
6. Follows written instructions.	-	+	-	+	+	-	
7. Reads everyday words, signs, newspapers, etc.	+	+	0	+	+	+	3
8. Asks questions for directions and information.	-	+	-	+	+	-	4 #4
9. Behaves appropriately in school and/or job settings, that is, accepts criticism, shows initiative, etc.	+	+	-	+	+	+	
10. Cooperates and gets along with teachers and students.	0	0	-	0	+	-	5 #5
11. Knows the importance of doing quality work.	0	0	-	+	+	+	
12. Knows the relationship between time and work rate.	0	+	0	+	+	+	parts of #6
13. Identifies work related problems and asks for help.	-	0	0	+	-	-	
14. Attends school/job regularly and is on time.	0	0	0	+	+	-	
15. Plans time needed to complete school/job assignments.	0	0	0	0	+	-	6
16. Tells time.	+	+	+	+	+	+	7
17. Makes ordinary decisions without assistance.	-	+	0	+	-	-	8 #8
18. Uses area/regional maps for transportation needs.	0	0	0	0	-	-	9 #9
19. Counts money in coin and bill denominations.	-	0	0	+	+	-	10 #10
20. Identifies and uses common measuring tools.	0	0	0	+	+	+	11
21. Knows community resources for job leads.	0	0	0	+	+	+	
22. Knows job categories; service, manufacturing, sales.	0	0	0	0	-	-	#12
23. Knows education/training requirements of common jobs.	0	0	0	+	-	-	12
24. Knows basic steps in finding a job.	-	0	0	+	-	-	
25. Aware of abilities/interests in regard to job choices.	-	0	-	+	+	-	#13
26. Identifies work roles which match abilities/interests.	-	0	0	+	+	-	13
27. Completes applications, forms, orders, etc.	-	0	0	0	-	-	14 #14
1. Is disruptive in school or on-the-job.	-						
2. Demonstrates destructive behaviors towards self.	-						
3. Demonstrates destructive behaviors towards others.	-						

Reading Grade Level 6.5 Math Grade Level 6.4

SAMPLE COPY

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE 10-2-82

STUDENT NAME TOM [redacted] AGE 16 BIRTHDATE 7-28-65

SCHOOL AURORA HIGH SCHOOL GRADE 11 SOCIAL SECURITY # 507-84-2361

SEX: M F PRIMARY HANDICAPPING CONDITION LD ON SPEECH CASELOAD: YES (NO)

RESOURCE ROOM: LEVEL I (M) T (W) TH (F) LEVEL III M T W TH F
(circle days served) (circle days served)

FATHER'S NAME GARY [redacted] MOTHER'S NAME NANCY [redacted]

ADDRESS 708-9th ST., AURORA, NE HOME PHONE 694-6421

FATHER'S OCCUPATION CARPENTER MOTHER'S OCCUPATION HOUSEWIFE

BUSINESS PHONE 694-6542 BUSINESS PHONE

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

STUDENT BACKGROUND INFORMATION	+ 0	COMMENTS
1. Has driver's license.	+	
2. Has access to car.	+	
3. Drives regularly to and from school.	+	
4. Is currently employed. (Indicate where)	—	Needs job exploration
5. Is currently seeking employment.	+	
6. Is ability graded.	+	
7. Satisfactory school attendance.	+	
8. Satisfactory physical condition/health.	+	Immature. Has no interest in vocational planning. Has some interest in Computers
9. Has a specific vocational interest.	—	
10. Has planned vocational goals.	—	
11. Parent supports vocational program	+	

SAMPLE COPY

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

___ Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

✓ Student will participate in these program services and activities:

✓ vocational curriculum modules ✓ job exploration

✓ field trips ✓ job training

✓ in-class employer program

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name Tom [redacted] Date 10-1-82

Checklist Completed By Darrell Walla
Resource Teacher

RATING RATINGS
+ = Y Yes
- = N No
0 = U Not Observed/ Unknown

COMPETENCY	+ 0	+ 0	+ 0	+ 0	+ 0	+ 0	MODULE #
1. Practices habits for body cleanliness and neat dress.	+	+	+	+	+	+	1
2. Knows correct action to take in emergencies.	+	0	0	+	+	+	
3. Identifies safety hazards.	+	0	+	+	+	+	2
4. Demonstrates good listening habits.	-	+	+	+	+	-	#3 Pre-test given
5. Follows spoken instructions.	+	+	+	+	+	+	
6. Follows written instructions.	+	+	+	+	+	+	
7. Reads everyday words, signs, newspapers, etc.	+	+	0	+	+	+	3
8. Asks questions for directions and information.	+	+	0	+	+	+	4
9. Behaves appropriately in school and/or job settings, that is, accepts criticism, shows initiative, etc.	+	+	+	+	+	+	
10. Cooperates and gets along with teachers and students.	+	+	0	+	+		5
11. Knows the importance of doing quality work.	-	+	+	+	+	-	#6 Pass to be Pre-tested
12. Knows the relationship between time and work rate.	-	0	+	+	+	-	
13. Identifies work related problems and asks for help.	+	0	+	+	+	+	
14. Attends school/job regularly and is on time.	+	+	+	+	+	+	
15. Plans time needed to complete school/job assignments.	-	-	+	+	+	-	6
16. Tells time.	+	+	+	+	+	+	7
17. Makes ordinary decisions without assistance.	+	+	+	+	+	+	8
18. Uses area/regional maps for transportation needs.	+	0	0	+	+	+	9
19. Counts money in coin and bill denominations.	+	0	+	+	+	+	10
20. Identifies and uses common measuring tools.	+	0	+	+	+	+	11
21. Knows community resources for job leads.	+	0	0	0	+	+	
22. Knows job categories; service, manufacturing, sales.	0	0	0	0	+	+	
23. Knows education/training requirements of common jobs.	0	0	0	0	+	+	12
24. Knows basic steps in finding a job.	+	0	0	+	+	+	
25. Aware of abilities/interests in regard to job choices.	+	0	0	+	+	+	#13
26. Identifies work roles which match abilities/interests.	-	0	0	+	+	-	13
27. Completes applications, forms, orders, etc.	+	0	0	+	+	+	14
1. Is disruptive in school or on-the-job.	-						
2. Demonstrates destructive behaviors towards self.	-						
3. Demonstrates destructive behaviors towards others.	-						

Reading Grade Level 6.4 Math Grade Level 12.1

SAMPLE COPY

COOPERATIVE VOCATIONAL PROGRAM

FIELD TRIP INFORMATION SHEET

Directions: Complete one information sheet for each employer willing to host a field trip. Keep on file for your reference and for use by regular classroom teachers.

Date_____

1. Business Name_____

2. Business Address_____

_____

3. Business Phone_____

4. Type of Business (__) Manufacturing (__) Marketing; Retail & Wholesale
(__) Education (__) Service

5. Contact Person_____

6. Number of people you can handle on tour._____

7. Minimum age limit, if any?_____

8. Days of week you prefer tour groups?_____

9. Time of day best for tour?_____

10. What part of facility/plant will be toured?_____

11. How long will tour take?_____

12. Where tour group should meet guide?_____

Additional Notes:

FIELD TRIP PLAN

Directions: Complete 1-2 weeks prior to trip date. Review with building administrator and obtain approval.

Teacher_____

School_____

Date of Field Trip_____

Name of Business_____ Contact Person_____

Address_____ Business Phone_____

_____

Number of Students Participating In Trip_____

Leave Time_____ Return Time_____

Parent Permission Forms Signed/Filed_____

Transportation Arrangements_____

_____

_____

Arrangements Made For Teacher's Caseload_____

_____

_____

_____

_____ _____

Signature of Building Administrator Signature of Resource Teacher

_____ _____

Date Date

c.c. Building Administrator
Resource Teacher

A FIELD TRIP EXPERIENCE

_____
NAME OF BUSINESS

_____
NAME OF HOST EMPLOYER

_____
DATE OF FIELD TRIP

STUDENT'S NAME_____

SCHOOL_____

Name_____

During the Trip: The purpose of this trip is to help you learn as much as possible about the jobs that we are going to see and hear about. Therefore, be alert, ask questions, listen carefully, look and notice as many interesting things as you can! Take notes and write down your ideas and descriptions.

1. Does this business provide a product or a service? Describe it briefly.

   a)_____

   _____

2. List as many different jobs as you can see that seem to be done at this job site?

   a)_____

   b)_____

   c)_____

   d)_____

   e)_____

3. How many people are employed by this business?_____

4. Do you need special training to get a job at this business?____yes ____no

5. Does this business provide on-the-job training for its employees?____yes ____no

6. Does the company have an insurance plan? ____yes ____no

   Are there other company benefits? List them:

   a)_____

   b)_____

   c)_____

   d)_____

7. Is there a union to represent workers? _____yes _____no

8. What hours do the employees work?_____

   Are there other shifts besides the normal working hours?_____

9. What are the wages paid to a beginning worker?_____

10. Are there any physical requirements for certain jobs? ___yes _____no

    These requirements are:

    a)_____

    b)_____

    c)_____

11. Do applicants need to be a certain age to work? _____yes _____no

    What age?_____

12. What are some of the tools and equipment used for the jobs?

    a)_____

    b)_____

    c)_____

    d)_____

    e)_____

13. What types of clothing do the workers wear?_____

_____

Is a uniform required? _____yes _____no

Do the workers wear a special type of shoes?_____

_____

14. What are the opportunities for promotion?_____

_____

_____

15. What kind of working environment do you see? Would it be pleasant to work here? Describe your impressions.

_____

_____

_____

ANSWER THE FOLLOWING QUESTIONS WHEN YOU RETURN TO YOUR RESOURCE ROOM.

1. Would you be interested in learning more about this kind of occupation/work?

2. Do any of the job positions at this business/industry interest you for a job training position? If so, which position?

COOPERATIVE VOCATIONAL PROGRAM: JOB BEHAVIORS ANALYSIS FOR _____
Name of Position

_____ _____
Name of Business Date

_____
Analysis Completed By

RATINGS
+ = Required
- = Not Required

Student Must:	+ -
1. Practice personal hygiene and dress appropriately.	
2. Know correct action to take in emergencies.	
3. Identify safety hazards on-the-job.	
4. Demonstrate good listening habits.	
5. Follow spoken instructions.	
6. Follow written instructions.	
7. Read everyday words, signs, newspapers, etc.	
8. Ask questions for directions and information.	
9. Behave appropriately on-the-job, that is, accept criticism, show initiative, etc.	
10. Cooperate and get along with employer and employees.	
11. Know the importance of doing quality work.	
12. Recognize relationship between time and work rate.	
13. Identify work related problems and ask for help.	
14. Attend job regularly and be on time.	
15. Plan time needed to complete job tasks.	
16. Tell time.	
17. Make ordinary decisions without assistance.	
18. Use area/regional maps for transportation needs.	
19. Count money in coin and bill denominations.	
20. Identify and use common measuring tools.	
21. Know community resources for job leads.	
22. Know job categories; service, manufacturing, sales.	
23. Know education/training requirements of common jobs.	
24. Know basic steps in finding a job.	
25. Be aware of own abilities/interests in regard to job choices.	
26. Identify work roles which match own abilities/interests.	
27. Complete job applications, forms, orders, etc.	
1. Sort objects by size and shape.	
2. Sort objects by color.	
3. Handle small materials/tools.	
4. Handle large materials/tools.	
5. Select proper tool for job/task.	
6. Operate power tools/equipment.	
7. Assemble a structure from a model.	
8. Use a working plan, that is, a diagram, pattern, etc.	
9. Organize materials/tools to prepare for job/task.	
10. Stay on task.	
11. Start daily tasks without assistance.	
12. Clean up work area, return tools/supplies.	

Contacts and Student Progress Checks

Directions: Please summarize student progress information following each contact with the job site employer. Complete for students assigned to job exploration AND job training. Copy and mail to project staff at the end of each school semester.

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

COOPERATIVE VOCATIONAL PROGRAM

Student Job Activity Form *

Directions: It is the responsibility of the student to have the Job Activity Form completed by his employer, resource teacher and school administrator and parent(s). Students may not begin work until the Job Activity Form has been completed and signed and is on file with the school resource teacher.

Section I. - Student

Date_____

Name_____ School_____

Employer's Name_____ Business Address_____

Phone_____ _____

Job Position_____ Exploration_____ Training_____

Job Application on file with employer? ____Yes ____No Interviewed ____Yes ____No

---

Section II. - Employer

Starting Date_____ Ending Date_____ Work Days_____ Hours_____

Wage_____ Workmen's Compensation Coverage ____Yes ____No Policy #_____

_____
Signature of Employer

Section III. - School Personnel

Student release time from school building approved? ____Yes ____No _____Hours_____Days

# of semester credits which may be earned for successful participation_____

Recorded in IEP_____

Safety inspection of job site completed on_____. Safety requirements listed on side 2____
Date

_____ _____
Signature of Resource Teacher Signature of School Administrator

---

Section IV. - Parent(s)

I give permission for my son/daughter_____to participate in the ____job exploration/____job training position at the above named business. I have reviewed the Safety Requirements and Job Description on page 2 of this form.

_____
Signature of Parent(s)

---

* Attach completed Job Activity Form, Safety Requirements and Job Description, to student's IEP.

c.c. 1 - Parent
2 - Resource Teacher
3 - Employer
4 - Project Staff

SEE SIDE TWO FOR SAFETY REQUIREMENTS

Side 1

JOB SITE SAFETY REQUIREMENTS

Directions: Please list all safety requirements following an inspection of the job site. It is recommended that safety requirements be listed for any job placement site; exploration OR training.

_____instruction_____

_____equipment_____

_____clothing_____

_____eye protection_____

_____other_____

_____

_____
Resource Teacher's Signature

JOB DESCRIPTION

Directions:
1) A Job Description is completed before OR during the first week of the student's placement at a job exploration OR training site.
2) The description is a brief listing of the student's exploration OR training activities and responsibilities.
3) The student, alone or with teacher assistance, writes his Job Description.

JOB DUTIES AND RESPONSIBILITIES

1._____

2._____

3._____

4._____

5._____

SEE SIDE TWO FOR SAFETY REQUIREMENTS

Side 2

CURRICULUM MODULES

CURRICULUM MODULES

Purpose and Background Information

A major problem identified during initial implementation of the Cooperative Vocational Program was the absence of a vocational curriculum sequence appropriate for handicapped youth in rural school and community settings. While aware of many commercially available vocational curriculi and tools the staff and resource teachers felt that a curriculum incorporating local business/employer requirements, information, etc. would have greater credibility with the students and would be more useful to them in preparing for employment in their local communities. It was also recognized that a teacher developed curriculum, based upon local employer input would provide for individual school/community differences while promoting feelings of program ownership by school personnel and participating community employers. In March 1981 then the Cooperative Vocational Program staff conducted a survey of employers located in those towns and communities having high school special education programs served by ESU #9 resource teachers.[1]

The purpose of the survey was to determine what skills and behaviors the employers believed to be important and necessary for entry-level employment at their particular place of business. It was planned that the employer input from the survey would be used by the project staff and the resource teachers to write a sequence of modules based upon the desired employee skills and behaviors.

A written questionnaire listing 27 skills and behaviors was mailed to employers in three types of businesses; 1) marketing; retail and wholesale, 2) manufacturing, and 3) service. The size of the businesses receiving the survey included those employing 1-50 employees (small), 51-250 employees (medium), and 251+ employees (large).

Employers were asked to respond to each of the 27 skills and behaviors listed on the questionnaire in terms of the importance and necessity they would assign to each when hiring an applicant for an entry-level job position at their place of business. A three (3) point rating scale was used on the questionnaire. The employer returns are summarized below.

Total Number of Survey's Mailed: 196 Communities Included: 16

Types of Businesses Receiving Survey:

Marketing; retail and wholesale (78)

Manufacturing (40)

Service (78)

Total Number of Returns Received:

Marketing: 56% of all sizes

Manufacturing: 45% of all sizes

Service: 41% of all sizes

After studying the survey results the project staff was able to identify 14 major vocational skill categories. The skill categories were prioritized according to the local employers' responses. The 27 skills and behaviors listed on the questionnaire were also prioritized according to the employers' input and placed within an appropriate skill category. The sequence of vocational skills and behaviors resulting from the employer survey is shown below. It should be noted that the employers rated skills #1-15 as being "most critical" for entry-level employment.

1. Hygiene
   (1) Demonstrates proper hygiene.
2. Safety
   (2) Knows appropriate action to take in an emergency situation.
   (3) Identifies potential safety hazards on the job.

3. Language Skills

(4) Demonstrates good istening habits.

(5) Follows spoken instructions.

(6) Follows written instructions.

(7) Reads signs, forms, newspapers, phone book, functional words and abbreviations.

4. Questioning

(8) Knows how to ask questions for directions, information, personal needs, etc.

5. Personal Interaction

(9) Practices appropriate behavior in public/work setting, i.e., accepts criticism, shows personal initiative, etc.

(10) Recognizes skills necessary for interpersonal relationships in work settings.

6. Job Maintanence

(11) Knows importance of quality standards on the job.

(12) Recognizes relationship between time and work/rate production.

(13) Identifies job related problems and seeks proper assistance.

(14) Recognizes importance of punctuality and attendance.

(15) Estimates time needed to complete job tasks.

7. Time Usage

(16) Tells time.

8. Decision Making

(17) Demonstrates ability to make decisions without assistance.

9. Transportation/Map Usage

(18) Reads area/regional maps to determine transportation routes, driving distances and driving time.

10. Money

(19) Counts money in coin and bill denominations.

11. Measuring

(20) Identifies and uses common measuring tools; ruler, tape measure, yardstick, scales, etc.

12. Career Awareness

(21) Knows community resources for obtaining occupational information.

(22) Recognizes general job catergories, i.e., service, retail sales, manufacturing.

(23) Recognizes education/training requirements of various common jobs.

13. Personal Vocational Matching

(24) Identifies basic steps in finding a job.

(25) Knows personal abilities, aptitudes, interests with regard to job choice.

(26) Identifies work roles which fit abilities and characteristics.

14. Job Applications - Interviewing

(27) Completes common forms, job applications, orders, etc.

In June 1981 nine (9) ESU #9 secondary special education resource teachers participated in a Curriculum Writing Workshop conducted by the project staff. Working individually and in groups the teachers developed written vocational curriculum modules covering the fourteen (14) major skill categories that resulted from the employer survey. The curriculum modules present vocational content and instruction based upon local employer input. Each module contains pre-post tests, instructional objectives, lesson sequence and activities and a suggested listing of vocational materials.

[1] The survey was based upon a study done by Warren White, University of Kansas, Lawrence, Kansas, 1980.

COOPERATIVE VOCATIONAL PROGRAM
Educational Service Unit #9
1117 East South Street
Hastings, NE 68901

Name_____ Position:_____ Business Name:_____

Type of Business:
____Marketing; retail & wholesale
____Manufacturing
____Service
____Education

Size of Business:
____Small 1-50
____Medium 51-250
____Large 251+

Directions: Rate each skill statement on a 3 point continuum with regard to the skills importance to getting or maintaining an entry level position in your particular business.

Scale:
1 - Skill is unimportant for an entry-level person to have.
2 - Skill is important, but it is not necessary for the person to have the skill to get an entry-level position.
3 - Skill is both important and necessary to get an entry-level position.

SKILL	1	2	3
1. Demonstrates proper use of deodorant, hair care, etc.			
2. Knows appropriate action to take in an emergency situation.			
3. Identifies potential safety hazards on the job.			
4. Knows community resources for obtaining occupational information.			
5. Recognizes general job categories, i.e., service, retail sales, manufacturing			
6. Recognizes education/training requirements of various common jobs.			
7. Identifies basic steps in finding a job.			
8. Knows personal abilities, aptitudes, interests with regard to job choice.			

(OVER)

SKILL	1	2	3
9. Demonstrates good listening habits.			
10. Knows how to ask questions for directions, information, personal needs, etc.			
11. Demonstrates ability to make decisions without assistance.			
12. Identifies problems (job related) and seeks proper assistance.			
13. Follows written and spoken instructions.			
14. Practices appropriate behavior in public/work settings, i.e. accepts criticism, shows personal initiative.			
15. Recognizes skills necessary for interpersonal relationships in work settings.			
16. Identifies work roles which fit personal abilities and characteristics.			
17. Recognizes importance of punctuality and attendance.			
18. Knows importance of quality standards on the job.			
19. Demonstrates ability to work without immediate supervision.			
20. Reads area/regional maps to determine transportation routes, driving distances and driving time.			
21. Identifies and uses common measuring tools; ruler, tape measure, yardstick, scales, etc.			
22. Reads signs, forms, newspaper, phone book, functional words and abbreviations.			
23. Counts money in coin and bill denominations.			
24. Completes common forms, job applications, orders, etc.			
25. Tells time.			
26. Recognizes relationship between time and work/rate production.			
27. Estimates time needed to complete job tasks.			

COMMENTS:

CURRICULUM MODULE FORMAT

Each of the fourteen curriculum modules follow a standard format which includes nine colorcoded subsections. The following is an outline of the curriculum module format:

I. Module Rationale
   - A. Goals
   - B. Time needed to complete the module
   - C. Who, other than the Resource Teacher, could teach the module
   - D. A list of regular classroom courses in which the module could serve as part of the content taught.

II. Instructional Objectives
   - A. Listing of the objectives
   - B. Criteria for teacher evaluation of student progress with the objectives

III. Pre-Post Test(s)

IV. Answer Key

V. Key Vocabulary Words and Definitions

VI. General Lesson Sequence
   - A. Includes materials to use, page numbers, etc.
   - B. Worksheets
   - C. Resource personnel suggestions

VII. Materials List
   - A. Titles of books, workbooks, filmstrips, and films used in the module
   - B. Reading and/or interest level of each material
   - C. Time length of films and filmstrips
   - D. Where the materials are located

VIII. Supplemental Activities
   - A. Classroom enrichment activities
   - B. Field Trip possibilities

IX. Module Evaluation Form
   - A. Completed by teacher
   - B. Includes areas for comments, suggestions, and criticisms

MODULES TITLES

#1 CLEAN UP YOUR ACT - Personal Hygiene

#2 THINK SAFETY - Safety and Emergencies

#3 LANGUAGE SKILLS - Listening, Following Spoken and Written Instructions, and Reading Functional Words and Signs

#4 WHAT'S THE ANSWER...WHAT'S THE QUESTION? - Questioning Skills

#5 PERSON TO PERSON - Personal Interaction

#6 STEPPING INTO THE JOB MARKET - Job Maintenance, Time Related, Job Performance and Independent Skills

#7 TIME AND TIME AGAIN - Time and Time Management Usage

#8 WHAT SHOULD I DO? - Decision Making

#9 FROM HERE TO THERE - Transportation/Map Usage

#10 USING COMMON LINEAR MEASURING TOOLS

#11 DOLLARS AND SENSE - Money

#12 LOOKING FOR A JOB - Awareness of Community Resources, Occupational Categorization, and Education/Training Required for Occupations

#13 A JOB IN YOUR FUTURE - Skill and Interest Awareness, Career Awareness and Looking for a Job

#14 THE FIRST IMPRESSION - The Interview

COOPERATIVE VOCATIONAL PROGRAM

PROGRAM PRODUCTS AND MATERIALS AVAILABLE UPON WRITTEN REQUEST

Please write your name, address and position below. Check which products/materials you wish to receive. Some items are available in draft form only.

Name _____ Position _____

Business Address _____ Business Phone _____

_____

_____

.....

_____ Administrative Agreement

_____ Student Referral

_____ Competency Checklist

_____ Community Business Trip Packet

_____ Job Behaviors Analysis Form

_____ Employer Contacts and Student Progress Checks Form

_____ Student Job Activity Form with Safety Requirements and Job Description

_____ Curriculum Modules (by title)

Mail Request to: Virginia Werbel, Program Coordinator
Cooperative Vocational Program
Educational Service Unit #9
1117 East South Street
Hastings, Nebraska 68901-2047